

MULTIMEDIA



UNIVERSITY

STUDENT IDENTIFICATION NO

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# MULTIMEDIA UNIVERSITY

## FINAL EXAMINATION

TRIMESTER 1, 2018/2019

### **BKM2014 – KNOWLEDGE MANAGEMENT**

( All sections / Groups )

20<sup>th</sup> OCTOBER 2018  
2.30PM – 4.30PM  
(2 Hours)

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#### INSTRUCTIONS TO STUDENT

1. This Question paper consists of 4 pages with 4 Questions only.
2. Attempt **ALL** questions in Section A and Section B. The distribution of marks for each question is given.
3. Please write all your answers in the Answer Booklet provided.

**SECTION A: CASE STUDY**

Answer **ALL** questions.

On a cold day on the North Sea in 1995, a group of British Petroleum (BP) Exploration drilling engineers had a problem. Equipment failure had brought operations to a halt, and because they couldn't diagnose the trouble, they faced the prospect of taking the mobile drilling ship (leased at a cost of \$150,000 a day) back to port indefinitely. Instead, they hauled the faulty hardware in front of a tiny video camera connected to a newly installed computer workstation. Using a satellite link, they dialed up a BP drilling equipment expert in Aberdeen. To him, the problem was apparent, and he guided them quickly through the repair. The down time, as it turned out, lasted only a few hours. The equipment aboard the ship was there thanks to a pilot project BP had just undertaken called "Virtual Teamwork". The name reflects the aim: to support collaboration across the barriers of distance and organizational structure, through the use of sophisticated technology.

The team began work in December 1994, specifying hardware and software for the Virtual Teamwork station (or "client"). The package included desktop videoconferencing equipment, multimedia e-mail, application sharing, shared chalkboards, tools to record video clips, groupware, and a web browser. A document scanner, a last-minute addition that proved extremely useful, completed the setup. Connections were made using ISDN lines and, where necessary, satellite links.

For the pilot, the team decided to equip five different communities with virtual teamwork clients, to provide enough variety for a fair test. First, they chose the Andrew Project group, which was completing a new drilling platform for an emerging oil field. The others included a mature oil field group; an established network of experts who had already been communicating with each other by e-mail, newsletters, and occasional meetings; a new network of geoscientists and engineers formed specifically for the project; and what the team called the "business center network."

Based on the success of the pilot, plans were approved to expand Virtual Teamwork by a significant number of new clients in 1996. They are currently developing online videoconferencing "yellow pages" to replace the pilot project's simple phonebook. Yellow page listings will include photographs and short biographies noting individuals' interests, not just their formal roles. The team also hopes to integrate a knowledge base into the system that will guide people with questions to sources of expertise.

At the same time, BP established a knowledge management task force, reporting to Director Russell Seal, whose purpose is to identify and recommend new opportunities and strategies for organizational learning and knowledge sharing. The task force will evaluate knowledge activities inside and outside the company to determine which should be expanded or introduced.

Source: Adapted from Virtual Teamwork at BP, Don Cohen. [http://providersedge.com/virtual\\_teamwork](http://providersedge.com/virtual_teamwork) at BP (Aug 1, 2018)

**Continued...**

**QUESTION 1**

- a) State **THREE (3)** differences between tacit knowledge and explicit knowledge? Based on the case study above, give an example of each knowledge type. (12 marks)
- b) With the aid of a labeled diagram, explain the Wiig knowledge management life cycle and describe with example of how each of activities in Wiig KM life cycle was applied in British Petroleum KM initiatives. (16 marks)
- c) Based on Nonaka and Takeuchi SECI model of KM, describe how the major types of knowledge (i.e tacit and explicit) are transformed in this case study. If exist, give an example for each process. (12 marks)

(Total: 40 marks)

**Continued...**

**SECTION B: ESSAY**

Answer **ALL** questions.

**QUESTION 2**

- a) Parsaye (1998) outlined three major approaches to knowledge acquisition. Describe these **THREE (3)** approaches. (12 marks)
- b) In order for community of practices (COP) to be successful, it requires a few factors. Briefly discuss any **TWO (2)** factors for COP to be implemented successfully. (8 marks)

(Total: 20 marks)

**QUESTION 3**

- a) Explain the **THREE (3)** major roles involved in the knowledge reuse process. (6 marks)
- b) At the Bank of Malacca, knowledge is synonymous with sharing the experiences gained from staff, clients and partners. However, according to Tan Sri Jamal, the president of Bank of Malacca, to get people to contribute their knowledge into the company's knowledge repository is always a challenging effort. As a KM consultant, explain to Tan Sri Jamal the **FIVE (5)** characteristics of environment that encourage the knowledge sharing culture. (5 marks)
- c) You are a consultant to a company that wants you to do a presentation to the top management on the importance and potential of wikis and blogs in the company's knowledge creation and sharing. Discuss any **THREE (3)** benefits of implementing these applications. (9 marks)

(Total: 20 marks)

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**QUESTION 4**

- a) Outline **FIVE (5)** key activities of a knowledge audit. (5 marks)
- b) Identify and list **TWO (2)** key skills required for knowledge management. (6 marks)
- c) Often, knowledge workers feel reluctant to share their knowledge as people always regarded knowledge as power. One way to overcome this barrier is to provide incentives to encourage knowledge sharing. Describe **THREE (3)** classes of incentives as proposed by Callahan (2004). (9 marks)

(Total: 20 marks)

**End of Paper.**